

Fiscal Year 2012

Consolidated Adult Education and Family Literacy Services Grant

REQUEST FOR PROPOSALS

**To Provide Adult Education
and
Family Literacy Services
in Wicomico County, Maryland**

**Maryland Department of Labor, Licensing
and Regulation**

**Division of Workforce Development
and Adult Learning**

Office of Adult Instructional Services

**1100 North Eutaw Street
Baltimore, MD 21201**

DEADLINE

**September 14, 2011
By 4:00 P.M.**

This document is available in alternate formats.

TABLE OF CONTENTS

SECTION:1 ELIGIBILITY AND REQUIREMENTS	1
Name of Program.....	2
Authorization	2
RFP Dissemination Date Grant Application Submission Deadline	2
Purpose.....	2
Adult Education Services Definition	2
Adult Education Activities.....	2
Eligible Applicants	3
Considerations	3
Local Applications.....	4
Local Administrative Cost Limits.....	4
Supplement Not Supplant	4
The General Education Provisions Act (GEPA), Section 427.....	4
Grant Duration	5
National Reporting System.....	5
Assessment Policy	6
Core Indicators of Performance.....	6
Fund Use and Limitations.....	7
Estimated Funds Available	8
Estimated Number of Grants to be Awarded.....	8
Estimated Average Grant Award.....	8
Grant Matching Requirement	8
Maintenance of Effort.....	8
Minimum Students Served and Cost Per Limit	8
Maryland's Goals and Priorities	9
Maryland's Adult Education and Family Literacy Standards and Requirements	10
Reporting Requirements	12
Monitoring and Evaluation	12
Notice of Intent to Apply	12
Submission Requirements.....	13
Required Components.....	13
Technical Assistance Briefing	13
Proposal Review	13
Award Notification	13
Non-Discrimination Statement	14
Notice of Intent to Apply Form	15
Registration for Technical Assistance Session	16

SECTION 2: INSTRUCTIONS FOR COMPLETING APPLICATION..... 1

Application Requirements	2
A. Cover Page	2
B. Abstract (5 Points)	2
C. Eligibility, Competence, and Commitment (15 Points).....	2
D. Indicators of Local Need (10 Points)	3
E. Management of Student Recruitment, Enrollment, and Retention (5 Points)	4
F. Coordination and Integration (15 Points)	4
G. Student Transition Activities (10 Points).....	5
H. Instructional Program Design (25 Points).....	6
I. Data Quality Checklist.....	7
J. Data Quality Certification	8
K. Qualifications of Personnel (5 Points)	8
L. General Assurances	8
M. Additional Assurances for Adult Education and Literacy Services.....	8
N. Additional Assurances for the Maryland External Diploma Program.....	8
O. ESL and EL/Civics Memorandum of Understanding (if applicable)	8
P. Family Literacy Memorandum of Understanding (if applicable).....	8
Q. GEPA Statement	8
R. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion– Lower Tier Covered Transactions	9
S. Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements	9
T. Disclosure of Lobbying Activities	9
Appendices.....	9
Budget (10 Points)	9

SECTION 3: APPLICATION FORMS AND BUDGET FORMS..... 1

Application (MS Word) and Budget (MS Excel) are separate document files.

SECTION 4: RESOURCES..... 1

Selected Websites for Data and Research.....	2
NRS Educational Functioning Levels, Test Benchmarks, And Functional Descriptions	6
Job Descriptions for Grantees' Key Positions.....	12
Proposed Maryland Adult Education Professional Development Plan	20
Managed Enrollment Guidance	21
Budget Descriptions for Objects and Categories/Programs	23

SECTION 1

ELIGIBILITY AND REQUIREMENTS

NAME OF PROGRAM

Consolidated Adult Education and Family Literacy Services, administered by the Maryland Department of Labor, Licensing and Regulation (DLLR), Division of Workforce Development and Adult Learning (DWDAL), Office of Adult Instructional Services (AIS).

AUTHORIZATION**Federal**

- Workforce Investment Act of 1998 (WIA–P.L.105-220), Title II: the Adult Education and Family Literacy Act, including English Literacy/Civics

State

- Annotated Code of the Public General Laws of Maryland, Title 11 Division of Employment and Training, Subtitle 8 Adult Education and Literacy Services
- COMAR Title 09.37.01.20 Maryland Adult External High School Program
- COMAR Title 13A.05.03.02 Adult General Education

RFP DISSEMINATION DATE

August 1, 2011

GRANT APPLICATION SUBMISSION DEADLINE

September 14, 2011, by 4:00 P.M.

PURPOSE

This Request for Proposals (RFP) seeks providers of Adult Education and Family Literacy Services in Wicomico County, Maryland, who will enter into a voluntary partnership with the Maryland Department of Labor, Licensing and Regulation, Office of Adult Instructional Services, in order to carry out the threefold purpose of WIA Title II (Sec. 202):

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
3. assist adults in the completion of a secondary school education.

ADULT EDUCATION SERVICES DEFINITION

In accordance with WIA Title II (Sec. 203), the term ‘adult education’ means services or instruction below the postsecondary level for individuals who:

1. have attained 16 years of age;
2. are not enrolled or required to be enrolled in secondary school under State law; and
3. lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or are unable to speak, read, or write the English language.

ADULT EDUCATION ACTIVITIES

In accordance with WIA Title II (Sec. 231), required local activities include one or more of the following categories:

1. adult education and literacy services, including workplace literacy services;
2. family literacy services; and
3. English literacy programs.

ELIGIBLE APPLICANTS

In accordance with WIA Title II (Sec. 203), the eligible providers include the following:

- Local education agency
- Community-based organization of demonstrated effectiveness
- Volunteer literacy organization of demonstrated effectiveness
- Institution of higher education
- Public or private, nonprofit agency
- Library
- Public housing authority
- Nonprofit institution, not described above, that has the ability to provide literacy services to adults and families
- Consortium of agencies, organizations, institutions, libraries, or authorities described above

For-profit organizations are not eligible for funding, even as part of a consortium.

CONSIDERATIONS

In accordance with WIA Title II (Sec. 231), in awarding grants DLLR shall consider all of the following:

[The brackets following each consideration indicate the required exhibit(s) that must be completed by the eligible provider in order to demonstrate the consideration. All exhibits are included in the Application which is a separate document.]

1. The degree to which the eligible provider will establish measurable goals for participant outcomes. [Exhibit C]
2. The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and the success of an eligible provider receiving funding in meeting or exceeding the performance levels established for DLLR as the State eligible agency (see *Core Indicators of Performance*, page 6, of this document), especially with respect to those adults with the lowest levels of literacy. [Exhibit C]
3. The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills. [Exhibit C]
4. Whether or not the program
 - a. is of sufficient intensity and duration for participants to achieve substantial learning gains. [Exhibit H]
 - b. uses instructional practices, such as phonemic awareness, systematic phonic, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read. [Exhibit H]
5. Whether the activities are built on a strong foundation of research and effective educational practice. [Exhibit H]
6. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers. [Exhibit H]
7. Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship. [Exhibit H]
8. Whether the activities are staffed by well-trained instructors, counselors, and administrators. [Exhibit K]

9. Whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies. [Exhibit F]
10. Whether the activities offer flexible schedules and support services (such as child-care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. [Exhibits F, H]
11. Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the State eligible agency performance measures. [Exhibits H, I]
12. Whether the local communities have a demonstrated need for additional English literacy programs. [Exhibit D]

LOCAL APPLICATIONS

In accordance with WIA Title II (Sec. 232), each eligible provider desiring a grant to provide Adult Education services in Wicomico County, Maryland, shall submit an application to DLLR (as the eligible agency) containing such information and assurances as the eligible agency may require, including a description of how funds awarded will be spent and a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

LOCAL ADMINISTRATIVE COST LIMITS

In accordance with WIA Title II (Sec. 232), of the amount made available to local providers under this RFP, not less than 95% shall be expended for carrying out adult education and literacy activities, and the remaining amount, not to exceed 5%, shall be used for planning, administration, **professional development**, and interagency coordination. (Special Rule: In cases where the cost limits described are too restrictive to allow for adequate planning, administration, **professional development**, and interagency coordination, the eligible provider shall negotiate with eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes.)

SUPPLEMENT NOT SUPPLANT

In accordance with WIA Title II (Sec. 241), funds made available for adult education and literacy activities under this RFP shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

THE GENERAL EDUCATION PROVISIONS ACT (GEPA), SECTION 427

Applicants must develop and describe the steps they propose to take to ensure equitable access to, and equitable participation in, this project for those learners, teachers, and other program beneficiaries with special needs. This statute is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that federally funded projects address statutory barriers (gender, race, national origin, color, disability, age) and any locally identified barriers to access. The description may also refer to other sections of the proposal which address a plan to remove barriers. [Exhibit Q]

GRANT DURATION

In accordance with WIA Title II (Sec. 231), DLLR shall award multi-year grants under this competition. Initial funding awards to selected providers will cover the period of Maryland fiscal year 2012 from **October 1, 2011**, to **June 30, 2012**. Therefore, performance level projections and budgets submitted in response to this RFP should cover the period from **October 1, 2011**, to **June 30, 2012**. Costs incurred prior to grant approval may not be funded through the award.

Selected providers will be continued for subsequent years if WIA is continued by Congress, and will be required to complete non-competitive application documents in order to receive subsequent year funding. Subsequent year funding levels will be calculated utilizing a Performance Based Funding System which is under development at DLLR. Technical assistance for the development of this system is being provided by MPR Associates, Inc., as part of the *Performance-Based Funding in Adult Education* project of the Office of Vocational and Adult Education (OVAE) at the U.S. Department of Education. Complete details regarding Maryland's Performance Based Funding System will be available prior to the application for subsequent year funding.

NATIONAL REPORTING SYSTEM

The National Reporting System for Adult Education (NRS) is a mandatory, outcome-based reporting system for the State-administered, federally funded adult education program, developed by the U. S. Department of Education's Division of Adult Education and Literacy (DAEL). States are responsible for meeting Federal guidelines for implementing NRS measures, methods, and requirements, and for ensuring that outcomes are reported for the Core Indicators of Performance listed in WIA Title II (Sec. 212). The Literacy Works Information System (LWIS) is Maryland's web-based online reporting tool for NRS. Local providers are responsible for allocating sufficient resources to collect NRS measures and report them to LWIS, meeting all requirements for data collection, data entry, data verification, and accountability.

In accordance with DAEL requirements, data must be entered into LWIS on a quarterly basis. Additionally, the MD State Stat report will be generated every quarter. All enrollment, assessment, or follow up activity data must be entered in LWIS by end of the month following the quarter in which these activities occurred. Funds will be withheld and/or recaptured if quarterly data entry is not met and maintained.

Additionally, to allow the U.S. Department of Education to assess the quality of NRS data, States must comply with the *Data Quality Standards (DQS)* of the NRS. These standards clarify procedures for learner entry and assessment, data collection and verification, data analysis and reporting, and professional development related to data. States are required to complete and submit the *NRS Data Quality Checklist* with their annual NRS data report, along with a signed certification as to the validity and quality level of the State's data. Maryland is currently certified at the Exemplary Level, the highest level of data quality. All local providers must complete and submit to DLLR with their annual application documents, the *Data Quality Checklist* and certification of compliance with the DQS.

According to *NRS Guidelines* (<http://www.nrsweb.org/docs/ImplementationGuidelines>), data collectors are local program staff, and States can improve quality in three ways: training local staff, improving local data collection, and local monitoring and data audits. Maryland will utilize all of three of these methods of ensuring Exemplary quality data.

ASSESSMENT POLICY

According to *NRS Guidelines* (<http://www.nrsweb.org/docs/ImplementationGuidelines>), the State has discretion to establish the standardized student assessment method used within the State, as well as procedures for progress assessment, and must develop a written statewide assessment policy. Only NRS approved assessments may be utilized for measuring the Educational Functioning Levels of students, and procedures must conform to standard psychometric criteria for validity and reliability as defined by DAEL.

The Code of Federal Regulations 34CFR462.40(b) requires each state to submit its assessment policy for review and approval at the time the NRS statistical report is submitted. DLLR submitted *Assessment Policy and Guidelines: Maryland Literacy Works*, for implementation during FY 2011 to DAEL on December 30, 2010, and is pending approval. All funded providers must comply with Maryland's assessment policy which is available for reference on the *LWIS Home Page* <http://lwis.dllr.state.md.us/>.

CORE INDICATORS OF PERFORMANCE

In accordance with WIA Title II (Sec. 212), DLLR must ensure continuous improvement in performance. DLLR has agreed with DAEL, during annual performance measure negotiations, to meet the following performance levels for the Core Indicators of Performance for the fiscal year July 1, 2010, through June 30, 2011. Each local program must project performance levels on the Core Indicators that will contribute to Maryland's success in meeting or exceeding the agreed upon performance levels, and must also project continuous improvement in performance. Detailed information about the NRS Educational Functioning Levels (EFLs) listed below under Core Indicator 1 is included in *Section 4: Resources, pages 6-11* of this document.

<u>Core Indicator 1:</u> Demonstrated improvements in Educational Functioning Levels (EFL) in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.	<u>Measurement:</u> Percentage of Students who increase their Educational Functioning Level (EFL) based on NRS Approved Assessment
Adult Basic Education (ABE) Beginning Literacy	45%
Adult Basic Education (ABE) Beginning	52%
Adult Basic Education (ABE) Low Intermediate	47%
Adult Basic Education (ABE) High Intermediate	33%
Adult Secondary Education (ASE) Low	53%
English as a Second Language (ESL) Beginning Literacy	59%
English as a Second Language (ESL) Low Beginning	64%
English as a Second Language (ESL) High Beginning	54%
English as a Second Language (ESL) Low Intermediate	47%
English as a Second Language (ESL) High Intermediate	41%
English as a Second Language (ESL) Advanced	22%
<u>Core Indicator 2:</u> Placement in postsecondary education or training, or unsubsidized employment or retention of employment.	<u>Measurement:</u> Percentage of Students with the goal who achieve the outcome, based on data match with Unemployment Insurance Records, or Postsecondary Education data.
Enter Employment	36%
Retain Employment	73%
Enter Postsecondary Education or Training	34%
<u>Core Indicator 3:</u> Receipt of a secondary school diploma or its recognized equivalent.	<u>Measurement:</u> Data match with State GED Testing Office Database and National External Diploma Program Database.
Receive a Maryland High School Diploma	73%

FUND USE AND LIMITATIONS

FEDERAL FUNDS	
Fund Name	Services/Activities
ABE/ESL	Adult Basic Education instructional services for students at the Beginning Literacy through High Intermediate NRS levels, and/or English as a Second Language instructional services for students at the ESL Beginning Literacy through ESL Advanced NRS levels. (See NRS Level Descriptors in <i>Section 4: Resources, pages 6-11.</i>)
ASE	Adult Secondary Education instructional services for students at the Adult Secondary Education Low and Adult Secondary Education High NRS levels. (See NRS Level Descriptors in <i>Section 4: Resources, pages 6-11.</i>)
NEDP	National External Diploma Program Services. (See Additional Assurances for the Maryland External Diploma Program in <i>Section 3: Application, Exhibit N.</i>)
Family Literacy	Adult education instruction, partner program coordination, and parent education. (See Family Literacy definition in <i>Glossary [of Adult Education Terms] on the LWIS Home Page: http://lwis.dllr.state.md.us/.</i>)
EL/Civics	English Literacy and Civics instruction for immigrants and other limited English proficient populations. (See EL/Civics definition in <i>Glossary [of Adult Education Terms] on the LWIS Home Page: http://lwis.dllr.state.md.us/.</i>)
Local Institutionalized	Instructional services in local correctional facilities and other institutions (including any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or other similar institution for the confinement or rehabilitation of criminal offenders) for students at any of the ABE, ASE, and ESL NRS levels.
STATE FUNDS	
Fund Name	Services/Activities
Literacy Works	1st priority –Local accountability and data reporting to LWIS. 2nd priority –Direct instructional services to augment the services described for ABE/ESL, ASE, NEDP, EL/Civics (NRS Levels) 3rd priority –Locally developed and state required Professional Development activities for staff.
AGE	Adult General Education funds are only available to local public school systems and must be used for instructional services to students at the ASE level. (See NRS Level Descriptors in <i>Section 4: Resources, pages 6-11.</i>)
NEDP	National External Diploma Program Services. (See Additional Assurances for the Maryland External Diploma Program in <i>Section 3: Application, Exhibit N.</i>)

1. No one under age 16 may receive services funded with Federal, State, or matching funds committed to this grant. Services may not be provided for individuals enrolled in the K-12 system. For Family Literacy partnerships, the children's services and interactive literacy component must be supported by the partner program.
2. If an eligible provider plans to subcontract any part of services, all subcontracts must receive approval prior to application. For-profit entities are not eligible to receive funds as subcontractors. A copy of the subcontract document, including detail of the funds proposed to be paid, must be included with the proposal submission. The eligible recipient shall be responsible for the performance of subcontractors and for ensuring the subcontractor's compliance with this RFP.
3. Program revenue and any interest earned in conjunction with the revenues must be spent during the grant period on allowable activities under the grant. Auditable records must be maintained on all revenue generated and so expended. The proposed expenditure of anticipated revenues must be shown in the budget submitted under this RFP.

4. If an application is written as a consortium of eligible recipients, one recipient must be designated as the fiscal agent, with clearly identified goals and responsibilities for each partner.
5. DLLR will consider proposals to use grant funds for support services for the eligible students (e.g., child care, transportation) and paid preparation time for qualified teachers under this RFP.
6. DLLR will not approve the expenditure of grant funds for any out of state activities or travel.
7. DLLR will not approve the expenditure of grant funds for computers, except as necessary to meet the requirements of LWIS/grant reporting or for the administration of computer-based assessments in accordance with Maryland's assessment policy (available for reference on the *LWIS Home Page*, <http://lwis.dllr.state.md.us/>).
8. DLLR will not approve the expenditure of grant funds for the cost of renting space.

ESTIMATED FUNDS AVAILABLE FOR WICOMICO COUNTY, MARYLAND, FROM OCTOBER 1, 2011, THROUGH JUNE 30, 2012

FEDERAL FUNDS						STATE FUNDS		TOTAL
ABE/ESL	ASE	Local Inst.	NEDP ¹	Family Literacy ²	EL/CIVICS	Literacy Works	NEDP ¹	
\$48,487	\$7,275	\$1,437	\$8,403	\$29,026	\$15,283	\$160,053	\$20,282	\$290,246

1. Providers will be selected on the basis of their ability to meet all NEDP standards, assurances, and certification in a cost effective manner.
2. Providers will be selected on the basis of their ability to deliver Family Literacy in a cost effective manner.

ESTIMATED NUMBER OF GRANTS TO BE AWARDED

The number of grants will be determined by this competitive process, ensuring that services are available to eligible populations in the jurisdiction.

ESTIMATED AVERAGE GRANT AWARD

Funds are available for competition up to the amount available within a jurisdiction. The actual grant amount will be determined when grant awards are finalized.

GRANT MATCHING REQUIREMENT

In order to receive a grant under this competition, DLLR requires the recipient to provide a matching contribution **in an amount equal to 20% of the total amount of funds expended on the allowable activities under the grant.** A minimum of 35% of the matching contribution must be in cash and the remaining amount, up to 65%, may be an in-kind contribution. Matching funds may not be other Federal funds, program revenue, or resources that support a separate project.

MAINTENANCE OF EFFORT

DLLR requires that the full and actual dollar amount of matching resources, including in-kind, committed for the initial grant award period must be maintained through all subsequent years of the grant duration.

MINIMUM STUDENTS SERVED AND COST PER LIMIT

Priority will be given to proposals that serve a minimum of 300 learners. For jurisdictions where enrollment is characteristically low, please explain why serving 300 learners may not be

possible. Applicants are strongly encouraged to propose programs with a cost per student total that does not exceed \$800. While this is not a requirement, failure to meet the suggested cost per student may affect future funding of an applicant's grant. The cost per student is calculated as follows: Total grant award divided by total number of enrolled students.

MARYLAND'S GOALS AND PRIORITIES

FY 2011 Statewide Request for Proposals established a priority for alignment and collaboration between Maryland's Adult Education and Family Literacy Program and agencies that promote the common vision of success for adult learners and their ability to gain the skills needed to fulfill their roles as family members, citizens and workers. All priorities and policies established in the FY2011 RFP are included herein, and are applicable to this competition.

Adult education serves as a cornerstone for workforce development, providing basic education, English language skills, a high school credential, and a strong foundation of competencies promoting successful transitions to employment and postsecondary education. In July 2009, adult education became part of the new Division of Workforce Development and Adult Learning in the Department of Labor, Licensing and Regulation (DLLR) as part of the Governor's strategic plan for Workforce Creation. The focus of this placement is to create synergies and collaborations between adult education providers, workforce development, community colleges, state agencies, and the business community in order to strengthen Maryland's ability to provide a full range of services to eligible participants and ensure a competitive workforce. This placement will also serve the Governor's *Skills2Compete* campaign, a major initiative aimed at increasing the skills and competitiveness of Maryland's workforce. More than 730,000 Maryland residents do not have a high school diploma or have limited English speaking ability. The State must address the educational needs of this population to ensure that current and future labor demands are met.

While considering the Federal and State priorities, prospective providers must demonstrate in their proposals a program philosophy that prioritizes student goals. Typically, adults return to education seeking a higher quality of life that would be reached by obtaining or retaining employment, or through job training or higher education. Successful proposals will include program activities and referrals that assist students to make the transitions that will move them toward their goals. Another common motivator for adults to further their education is to help their children succeed in school. Family Literacy partnerships with Even Start, Head Start, Family Support Centers, Judy Centers, and the K–12 school system assist Adult Education providers to direct students to the resources that will help them achieve this goal. English Language Learners represent a growing proportion of the enrollment in adult education programs. Services to this population are a high priority for DLLR, regardless of the level of schooling received in a non-English speaking education system.

Content and program design may vary among jurisdictions. All providers will be selected on the basis of their performance history and projections for increasing the literacy skills of eligible adults. Additional selection priority will be given to proposals that promote the common vision of success for adult learners and emphasize the following program elements:

- Collaboration and alignment across systems to support a comprehensive adult learning system that provides access to postsecondary education opportunities and employment.
- Co-enrollment in adult education and workforce programs.

- Greater emphasis on program accountability and outcomes that contribute to Maryland's workforce goals.
- Coordinated service delivery and resource utilization among local providers to ensure that learners have the support necessary to achieve their goals as family members, citizens, and workers.

MARYLAND'S ADULT EDUCATION AND FAMILY LITERACY STANDARDS AND REQUIREMENTS

All applicants are subject to the following standards and requirements established by the Office of Adult Instructional Services at DLLR:

- 1. Consolidated Delivery of Services:** DLLR will give priority to proposals for the consolidated delivery of services to the eligible population. Applicants who serve fewer than 100 learners are encouraged to form a consortium.
- 2. Opportunity to Learn Standards:** The following standards must be followed for programs providing classroom instruction.
 - a. Learner Fees:** Applicants shall ensure that Beginning and Intermediate level students shall not have a barrier to participation created by the charging of tuition or fees. Books shall be available at no cost for all learners at every level; however, learners may be required to pay for books if they wish to keep them. All fees must be reported annually as revenues to DLLR. Reasonable fees are customary and appropriate for students enrolled in the NEDP and other ASE level services.
 - b. Curriculum:** Applicants shall deliver instruction based on a comprehensive curriculum that includes clearly articulated content/learning standards. The curriculum should be designed to enable learners to acquire the skills needed to increase their literacy levels and to achieve their goals—a high school diploma; obtaining, retaining, or advancing on the job; entering post-secondary training or education; increasing parental involvement.
 - c. Duration and Intensity of Instructional Programs:**
 - i. Classes must provide a minimum of 60 hours of instruction in a class term or semester, except for GED Fast Track classes which must provide a minimum of 12 hours of instruction and must be limited to students at the ASE level. A minimum of two class terms or semesters in the fiscal year is required.
 - ii. Classes must provide sufficient intensity for students to meet their goals for enrollment in the program.
 - iii. The class schedule should offer flexible scheduling to include day, evening, and weekend classes unless there is a viable reason why this is not feasible.
 - iv. Class enrollment must be accomplished by a managed enrollment system (see *Section 4: Resources, pages 21-22*). Managed enrollment systems include intake (orientation, assessment, and goal setting) and counseling to transition learners to other education, training, or employment.
 - d. Attendance Policy:** The NRS requires that programs have a clearly stated attendance policy and maintain attendance files. The policy should define for learners their responsibility to attend a certain number or percentage of the classes, or be withdrawn from enrollment. Any learner who does not receive

services for 90 calendar days must be exited/withdrawn. Learner records can be reactivated if they return for services.

- e. **Waiting List Policy:** Programs shall *establish* and *document waiting lists* when the recommended maximum class enrollment size has been reached. Programs shall have a clearly defined policy and procedure for management of the waiting list and be able to report on the number waiting for services and length of time on the list.
 - f. **Additional Maryland Standards:** Program standards have been established for Maryland's Adult Education and Family Literacy Program, and applicants are expected to address the standards. Maryland's Teacher Standards, ESL Content Standards, ESL Quality Program Standards, and Technology Standards must be implemented in program delivery. (*See Section 1: Resources–Maryland Adult Education Standards Web links, page 2.*)
3. **Recommend Standards for Class Sizes:** Applicants must specify class sizes by level. Grant funds may not be used to support classes with fewer than five (5) enrolled learners, unless it is a class designed for individuals with special needs. The table below illustrates recommended standards for proposed class sizes.

ABE or ESL Beginning Literacy	6-8 learners maximum
ABE or ESL Beginning	8-10 learners maximum
ABE or ESL Intermediate	10-12 learners maximum
ASE or ESL Advanced	12-15 learners maximum

4. **Personnel Requirements:** (*Also see Section 2: Instructions for Completing Application–Exhibit K, page 8, and Section 4: Resources–Key Position Descriptions, pages 12-19.*)
- a. **Project Administrator:** The Project Administrator must have knowledge of and experience in Adult Education, program development, supervision, grants management, and fiscal program management.
 - b. **Program Specialists:** Each grantee shall employ three Program Specialists. Specialists shall be hired during the first two months of the grant and are expected to be trainers in state *train-the-trainer* initiatives. Any or all of the Program Specialist positions may be classified as part-time.
 - i. The *Intake/Assessment Specialist* shall provide leadership for appropriate intake, assessment, and goal setting of learners.
 - ii. The *Instructional Specialist* shall provide leadership for instructional improvement and serve as a resource for all instructional staff.
 - iii. The *Management Information Systems Specialist* shall provide leadership for the program's LWIS data entry, data analysis, and data reporting.

DLLR has the expectation that the Project Administrator and the Specialists will work as a team to coordinate their individual job functions to achieve seamless delivery of effective local program services resulting in learner achievement, and that the Project Administrator and Specialists will attend required training. (*See Section 4: Resources–Key Position Descriptions, pages 12-19, and Required Training and Meetings, page 20.*) Resumes for the Program Administrator and the three Specialists will be requested if a grant is awarded.

- c. Instructional Staff:** Teachers must have a minimum of a Bachelor's Degree, with a Master's Degree preferred; training and experience in adult education are required. Tutors must meet the educational degree standard for teachers.

Staff must have the experience and training to effectively assist the target population to achieve their goals, to improve their educational skills, and to assist the program to demonstrate success on the *Core Indicators of Performance*. A priority for hiring program staff should be persons who demonstrate knowledge of and cultural sensitivity toward the eligible student population.

- 5. Professional Development:** The Project Administrator shall actively support and be involved with the professional development process, fostering collaborative leadership among staff so that important decisions about professional development become a team effort and reflect multiple perspectives. The Project Administrator and team of Specialists described above will analyze program data and learner outcomes to help determine professional development needs.

Program staff will be required to meet a standard of participation in State approved professional development activities. New teachers are required to receive pre-service, assessment (CASAS and/or *BEST/BEST Plus*) and GED (if instructing GED) foundation training within two months of hire. New NEDP staff is required to receive appropriate pre-service and NEDP foundation training within two months of hire.

REPORTING REQUIREMENTS

Grantees must submit the following:

- Mid-Year Progress Report by February 15, 2012
- Notice of Projected Under Expended Funds (if applicable) by March 30, 2012
(under expenditures may result in reduced grant awards)
- Annual Program Narrative/Evaluation Report..... by September 28, 2012
- Annual Final Financial Report..... by September 28, 2012
(must include revenue and local match)
- (LWIS) data Monthly and according to schedule posted on the *LWIS Home Page*
- Administrator's Data Review Reports..... by January 30, April 30, and July 30, 2012
- Ad-hoc Reports as requested by DLLR throughout the entire grant period.

MONITORING AND EVALUATION

All programs will be monitored by the assigned DLLR Program Manager in order to determine compliance with the standards and the extent to which progress is being made toward achieving the stated goals and objectives. Programs will be evaluated both by desk and on-site monitoring.

NOTICE OF INTENT TO APPLY

All organizations that plan to apply for grant funds are requested to complete and return to DLLR the *Notice of Intent to Apply* form included on page 15 of this section, *Section 1*.

SUBMISSION REQUIREMENTS

Applications must be formatted and completed in form and content as specified in *Section 2: Instructions for Completing Application*.

The original application and five (5) copies must be stapled or clamped in the top left corner. Do not use binders, covers, or section dividers. Signatures on the original application must be in *blue ink*. The original application with signatures and five (5) copies must be postmarked or hand delivered by Wednesday, September 14, 2011, by 4:00 P.M. to:

Maryland Department of Labor, Licensing and Regulation
Division of Workforce Development and Adult Learning
Room 120, Office of Adult Instructional Services
Attention: Robin Hammerbacker
1100 North Eutaw Street
Baltimore, MD 21201

REQUIRED COMPONENTS

Applications must be completed in form and content as specified in *Section 2: Instructions for Completing Application*. The Application and Budget Pages are provided as separate files to facilitate completion.

TECHNICAL ASSISTANCE BRIEFING

A technical assistance briefing will be held on Tuesday, August 16, 2011, from 3:30-5:00 P.M., to discuss and explain grant priorities and the application packet. The briefing session will be held at Wicomico County Public Library, Room 2, 122 South Division Street, Salisbury, MD. (410-749-3612).

To assist with planning, please complete the *Registration for Technical Assistance Session* RSVP form included on page 16 of this section, *Section 1*.

PROPOSAL REVIEW

The review of proposals includes the following process:

1. Written proposals will be pre-screened to verify inclusion of all required components in the order specified in the RFP. Proposals not meeting all pre-screen requirements will not be read.
2. A review panel established by DLLR will evaluate the written proposals. The panel will be composed of individuals with expertise in adult education and literacy representatives from external organizations and DLLR personnel. Reviewers will rate all proposals and assign numerical scores.
3. Applicants may be scheduled for an in-person presentation or contacted by phone and given the opportunity to answer any question reviewers may have.
4. The review panel will recommend proposals to receive awards and funding levels.

AWARD NOTIFICATION

All applicants will be notified in writing of their award status within 45 calendar days after the proposal submission deadline.

In the event an applicant's proposal is not approved, the applicant may send A *Letter of Appeal* to the Director of Adult Education and Literacy Services within 10 calendar days from the date of notification. The letter must provide a thorough justification for the appeal. The Secretary of the Maryland Department of Labor, Licensing and Regulation, and the Assistant Secretary for the Division of Workforce Development and Adult Learning, will make the final determination regarding the appeal. A response will be mailed to the appellant within 10 calendar days of the date the appeal letter was received. All appeal decisions will be final.

NON-DISCRIMINATION STATEMENT

The Maryland Department of Labor, Licensing and Regulation is an equal opportunity program. It is the policy of DLLR that all persons have equal opportunity and access to employment opportunities, services, and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability or veteran status. Auxiliary aids and services are available upon request to individuals with disabilities.

NOTICE OF INTENT TO APPLY FORM

DLLR will be able to develop and implement an efficient process for reviewing proposals if it has an understanding of how many organizations intend to apply.

The organization named below intends to respond to the FY 2012 *Request for Proposals* for Consolidated Adult Education Services.

Organization Name _____

Contact Person _____

Address, Line 1 _____

Address, Line 2 if applicable _____

City/Town/State/Zip Code _____

Telephone Number _____

Fax Number _____

E-Mail Address _____

Type of Organization. Please check the appropriate box.

- ☐ Local Education Agency
- ☐ Community Based Organization
- ☐ Volunteer Literacy Organization
- ☐ Institution of Higher Education
- ☐ Public or Private Nonprofit Agency
- ☐ Library
- ☐ Public Housing Authority
- ☐ Nonprofit Organization, not described above, that has the ability to provide literacy services to adults and families
- ☐ Consortium of agencies, organizations, institutions, libraries, or authorities described above

Superintendent of Schools/CEO of Applicant Organization

Date

Please return this completed page by 4:00 P.M. on Tuesday, August 9, 2011.

Return to Ms. Robin Hammerbacker
 Maryland Department of Labor, Licensing and Regulation
 1100 N. Eutaw St., Baltimore, MD 21201
Fax: 410-225-7207 **E-Mail:** rhammerb@dllr.state.md.us

REGISTRATION FOR TECHNICAL ASSISTANCE SESSION

A technical assistance briefing will be held on Tuesday, August 16, 2011, from 3:30 -5:00 P.M., to discuss and explain grant priorities and the application packet. The briefing session will be held at Wicomico County Public Library, Room 2, 122 South Division Street, Salisbury, MD. (410-749-3612)

No more than three representatives from an organization may attend.

To register, complete the information requested below and e-mail or fax this page at least 24 hours prior to the session. Send to Ms. Robin Hammerbacker at:

Fax: 410-225-7207

E-Mail: rhammerb@dllr.state.md.us

PLEASE PRINT

ORGANIZATION NAME _____

NAMES OF THOSE ATTENDING	PHONE NUMBER	E-MAIL ADDRESS
1.		
2.		
3.		

For DLLR Use Only☐

Received by DLLR

DLLR Staff Signature

SECTION 2

INSTRUCTIONS FOR COMPLETING APPLICATION

APPLICATION REQUIREMENTS

Applications must be formatted and completed in form and content as specified in this section. The application has been pre-formatted, so page numbers and the beginning information at the top of each page will be adjusted automatically based on what is entered. The font and type size are also pre-formatted. Please do not substitute another font or type size and do not “cut and paste” text from other documents into the application document as this will affect the pre-formatting. Text in text boxes on a number of pages is limited to the size of the text box on the page. For applicable charts and tables, insert or delete rows as needed. Tables which allow row insertions will automatically extend to the next page if necessary, and page adjustments will occur as a result.

APPLICATION DIRECTIONS AND POINT VALUES**A. COVER PAGE**

Complete Exhibit A, Cover Page, as indicated on the exhibit. The original must be signed with *blue ink*.

B. ABSTRACT (5 POINTS)

Provide a brief, factual summary of the proposed program, focusing on core aspects of the services that will be available for eligible adults. (1 page limit)

Complete Exhibit B, Abstract, and include the following:

1. Summarize information from the needs assessment, projected outcomes, key strategies, program design, and transition activities to provide an overview of the program.
2. Indicate the population to be served according to NRS levels and indicate the total number of learners to be served during the fiscal year.
3. Specifically mention Family Literacy, EL/Civics, NEDP, Workplace Education, and Local Institutionalized if proposing to provide these services.

C. ELIGIBILITY, COMPETENCE, AND COMMITMENT (15 POINTS)

Provide evidence and information that demonstrates eligibility, competence, and commitment to serve and establish measurable goals for participants that meet or exceed state performance standards, and to serve individuals in the community most in need of literacy services (those with the lowest levels of literacy and who are low-income).

Complete Exhibit C.1, Federal Core Indicators of Performance Chart in order to document the applicant’s past effectiveness in improving the literacy skills of adults (especially those with the lowest levels of literacy) and to declare the applicant’s current and future projections for participant outcomes that meet or exceed state performance on the Federal Core Indicators. Applicants must project continuous improvement over past and current outcomes. (See *Section 1, page 6—Core Indicators of Performance, for Maryland’s State Performance Goals*.)

For fiscal years 2008 through 2010 (FY 08, FY 09, FY 10), enter actual data. For FYs 11 and 12, enter *projections* for enrollment, outcomes, and total instructional hours.

Core Indicator 1: For each NRS Educational Functioning Level (literacy level), enter the number of learners enrolled or projected to enroll and the percentage of those learners to complete that level.

Core Indicator 2: For *Enter and Retain Employment* and *Enter Postsecondary Education or Training*, enter the number of learners with these goals and the percentage of those learners to achieve these goals.

Core Indicator 3: For (*Earn a*) *High School Diploma*, enter the number of learners with the goal and the percentage of those learners to achieve the goal.

At the bottom of the chart, briefly specify your data source(s) used for the data itemized.

At the bottom of the chart, enter the identifying name (and series or level, if applicable) of the primary assessment(s) used to measure literacy level completion for each group of learners (ABE, ASE, ESL). **Example for Reading:** CASAS (identifying name) Life & Work (series).

Complete Exhibit C.2, Eligibility, Competence, and Commitment narrative discussion. (2 page limit)

Applicants should discuss:

1. Applicant's agency operation (at least three consecutive years of successful operation). Agencies new to Consolidated Adult Education and Family Literacy grants must include in the Appendices of their application:
 - a. evidence of incorporation,
 - b. evidence of 501(c) (3) IRS status,
 - c. current list of Board Members,
 - d. audit summaries for two previous years including accountant verification of accounting principles, and
 - e. most recent A-133 audit summary or independent program audit of any adult education funds if applicable.
2. Applicant's history of serving the eligible adults (at least three consecutive years of successfully providing adult education and literacy services).
3. A description of the population served by the applicant agency and the commitment to serving the most in need of literacy services (those adults with the lowest levels of literacy and who are low-income). A discussion of the data in the *Federal Core Indicators of Performance Chart* is required and **must name the standardized assessments used to document level completion**.
4. Previous experiences, past successes, and unique qualifications to serve the eligible adults with references to the specific population being proposed for services (*Individuals at the Lowest Levels of Literacy, English Language Learners, Adults Seeking a High School Diploma, Local Institutionalized Individuals, Incumbent Workers, Families, Out of School Youth, etc.*). Include discussion of the data in the *Federal Core Indicators of Performance Chart*.
5. Assets, activities, and achievements that indicate the capacity to deliver standards-based adult education instruction and accountability.
6. Physical plant and instructional facilities, including assurances that locations are safe and accessible for staff and students.
7. Fiscal capacity and any unique aspects of the agency which would facilitate delivery of adult education and family literacy services.

D. INDICATORS OF LOCAL NEED (10 POINTS)

Provide the needs assessment data and data analysis for the jurisdiction proposed for services.

Complete Exhibit D.1, *Data Chart*. If needs assessment data for an item is not applicable indicate by marking **NA**.

Complete Exhibit D.2, *Narrative Discussion/Data Analysis*. (1 page limit)

Describe why the proposed project is needed, citing and analyzing data included in the *Data Chart*.

Include the following:

1. Discuss the jurisdictional need for adult education services based on population, economics, literacy, English proficiency, parent education levels or related factors.
2. Identify additional data (and sources) not included in the chart that support the need for adult education services.
3. Describe the program and services that will address the specific needs of the eligible population to be served through this program placing emphasis on how the program will serve adults with the lowest levels of literacy who are low-income.
4. Describe programs and services currently available for the population to be served and explain how you will ensure that the proposed project will not duplicate the existing services.

E. MANAGEMENT OF STUDENT RECRUITMENT, ENROLLMENT, AND RETENTION (5 POINTS)

Provide a narrative description of the proposed program plan for the management of student recruitment, intake, assessment, placement and retention policies and procedures.

Complete Exhibit E, *Management of Student Recruitment, Enrollment, and Retention*.

(1 page limit)

Include the following:

1. Discuss how the program would recruit eligible learners for the proposed services.
2. Describe the intake/orientation/assessment/placement policies and procedures. All proposals must include an intake and assessment provision for Maryland's GED-i online Distance Learning program for GED preparation.
3. Discuss the attendance policy and support services available to increase student persistence.
4. Provide a detailed explanation of how the program would implement a *Managed Enrollment* system—including detail regarding the length of instructional cycles and the prescribed entry points.

F. COORDINATION AND INTEGRATION (15 POINTS)

Provide a description of how proposed education activities will be integrated with other education, employment, and training activities. Applicant must have LIWB approval and shall demonstrate that it has (or is working towards) a Memorandum of Understanding (MOU) for integrated service delivery.

Additional bonus points may be awarded for programs that integrate Adult Education and Workforce Development service deliveries.

Complete Exhibit F.1A, *LWIB Cooperative Agreement*. This agreement **must be submitted with the proposal** and must be signed by the LWIB Director and Adult Education Administrator to indicate their mutual agreement to deliver a plan for an integrated service delivery model for WIA Title I and WIA Title II programs in the jurisdiction. No later than December 31, 2011, the

plan for integrated services must be submitted to the DLLR Grant Manager, in the form of a formal MOU, which provides the details of the integrated services and is signed by the LWIB Director and the Adult Education Administrator. **Exhibit F.1.B** is the *LWIB Approval Form* and must be signed by the LWIB Director and submitted with the proposal.

Complete Exhibit F.2 Collaboration Chart. List other available resources in the community that will coordinate with the proposed Adult Education and Family Literacy activities (detail may be included in Exhibit F.3). Additional rows may be inserted as necessary. The list could include One-Stop Centers, postsecondary education institutions, job training programs, social services agencies, elementary and secondary schools, Local Management Boards, and other entities that will coordinate with the proposed program of adult education and family literacy services.

Complete Exhibit F.3, Narrative (2 page limit). For each of the collaborating agencies/programs listed in **Exhibit F.2**, describe how services and resources offered will specifically assist in achieving the grant and learner goals. Discuss how the programs are coordinated with the proposed program of adult education and family literacy services

Indicate, where applicable, any formal collaborations, articulation agreements, or MOUs that address educational, employment, family literacy, and support services needs of learners.

All proposals for services to ASE level learners should include a plan for coordination with a local community college, to provide transition services for the ASE learner to the degree or certification programs available at the community college. Up to five (5) additional points will be awarded for a Memorandum of Understanding with a local community college if the MOU outlines a specific plan of services to assist the adult learners served under this RFP to make the transition to degree track or certification programs. The MOU must be included in the Appendices of the proposal.

In addition, for ESL and/or EL/Civics: A MOU with a community institution or organization that supports the unique needs of second language learners must be completed. (See Exhibit O.)

In addition, for Family Literacy: A MOU with Even Start, Head Start, Judy Hoyer Centers, or Family Support Centers must be completed. (See Exhibit P.)

All other MOUs for services to the adult learner population should be referenced in Exhibit F.2 and must be included in the Appendices of the proposal.

G. STUDENT TRANSITION ACTIVITIES (10 POINTS)

Provide a narrative description of how the proposed program will assist the enrolled students to integrate their adult education experience with goals for the future. Discuss how the proposed program will assist students to set realistic goals for further education/training and employment. Provide details of the activities that will assist students to make the necessary transitions when they have completed the proposed program of services.

Complete Exhibit G, Student Transition Activities. (2 page limit) Transition goals for the enrolled learners may vary widely. Many students at various levels enter adult education with a goal of retaining employment, and need to enhance their academic skills in order to do so. Goals for ABE and ESL students may include transitions to employment or job-training provided the learner has achieved the skills necessary to move forward with a specific goal. Internal program transitions may often precede employment/training transitions for this group: ESL students may make the transition to ABE classes or other appropriate level instruction once they have

completed ESL instructional levels and ABE students may move to instruction at the ASE level (GED preparation classes) or to the National External Diploma Program. ASE level students may have goals to enter employment or postsecondary education or training at the completion of the program. EL/Civics students may enter programs with various secondary goals of citizenship, employment, and postsecondary education or training.

The narrative should refer to any partnerships or collaborations included in **Exhibits F.1 and F.2, *Coordination and Integration***, that provide support or activities that assist students in making the desired transitions.

Examples of student transition activities:

For students with a goal of moving to the next level of instruction within the proposed program (e.g., ABE students transitioning to ASE level programs; ESL students transitioning to ABE):

- Provide information regarding how to access the next level of programming.
- Provide counseling and assessment to assist learners to evaluate progress toward identified goal.

For students who have identified a goal of employment or job/career training:

- Provide guidance and support to students in accessing One Stop Services.
- Provide information on apprenticeship and training opportunities.
- Collaborate with WIB/One Stop to provide career information, workshops, information on training opportunities, and requirements and employment assistance.
- Facilitate co-enrollment of students in adult education and One Stop services for students who have achieved the literacy skills necessary for participation.
- Collaborate with postsecondary institutions to develop clear career pathways and to foster matriculation to non credit occupational training programs.
- Collaborate to implement bridge programming to prepare students for entry into training/employment or integrated basic skills and occupational training models.

For students who have identified a goal of postsecondary education and/or training:

- Provide counseling and assessment to assist the learner to evaluate progress toward the identified goal
- Collaborate with local post-secondary institution to develop processes for referral, student testing, financial aid assistance, etc.
- Collaborate to develop curriculum with a clear correlation to postsecondary entrance requirements.
- Incorporate college success skills (study skills, time management, etc.) in ASE level instruction.
- Locate classes on postsecondary campus.

H. INSTRUCTIONAL PROGRAM DESIGN (25 POINTS)

For each funding line requested, provide the information specified in its corresponding exhibit. Do not delete any exhibits for which funding is not requested—just leave them blank and proceed to the next funding line requested.

Complete all Exhibits H.1 through H.7 for which funding is requested. There are no page limits for these exhibits, and pages will automatically adjust as the exhibit information is entered.

SECTION 2: INSTRUCTIONS FOR COMPLETING APPLICATION

- For the *Funding Line* tables, ensure that all funding requirements are followed. (See *Section 1, page 6*.)
- For each Exhibit H.1-H.7, a proposed budget narrative together with its proposed state or federal and local match budget must be submitted. (See this section, page 9, and *Section 4: Resources, pages 23-24*, for specific instructions.)
- For the *Performance Goals* and *Instructional Plan*, responses to the questions are not limited, but applicants are advised to be concise.
- For the *Duration and Intensity of Instructional Program* tables, ensure that class size, class term lengths, flexible schedules, etc., are included. (See *Section 1, page 10*). Use the following Keys for these tables.

NRS Educational Functioning Levels (EFLs)	KEY
Adult Basic Education (ABE) Beginning Literacy	ABE BL
Adult Basic Education (ABE) Beginning	ABE BG
Adult Basic Education (ABE) Low Intermediate	ABE LI
Adult Basic Education (ABE) High Intermediate	ABE HI
Adult Secondary Education (ASE) Low	ASE LO
Adult Secondary Education (ASE) High	ASE HI
English as a Second Language (ESL) Beginning Literacy	ESL BL
English as a Second Language (ESL) Low Beginning	ESL LB
English as a Second Language (ESL) High Beginning	ESL HB
English as a Second Language (ESL) Low Intermediate	ESL LI
English as a Second Language (ESL) High Intermediate	ESL HI
English as a Second Language (ESL) Advanced	ESL AD
Special Class Type Codes	
A class type is indicated only if the class is directed to a particular curriculum—such as Family literacy, Workplace literacy, or EL/Civics, or if the class of learners has one of the listed characteristics—such as a class of special needs learners. A class type is not indicated if only one or a few learners have one of the characteristics.	
Contract/Enterprise	C/E
Distance Learning	DL
English Literacy & Civics	EL/C
Family Literacy	FL
Special Needs	SN
WIA/Title I	WIA
Workplace Education	WP
Local Institutionalized	LI

I. DATA QUALITY CHECKLIST

All applicants must comply with the Data Quality Standards (DQS) of the National Reporting System (NRS). These standards are established by the U.S. Department of Education and clarify procedures for learner entry and assessment, data collection and verification, data analysis and reporting, and professional development related to data. New applicants must certify they will meet the DQS at the Acceptable level by the end of FY 2012. Existing applicants must certify that they will be at the Exemplary level.

Complete Exhibit I: Data Quality Checklist

1. In the last column on the right, indicate **Y** for Yes or **N** for No for each Standard/Indicator.
2. The *Standards/Indicators* with yellow shaded areas (A.E.1, B.A.1, B.A.5, and D.S.2) require written, electronic documents that guide certain data quality activities at the local

program level. These documents will be requested during a Data Quality site visit or desk audit.

3. The *Standards/Indicators* with green shaded areas (C.S.2, C.S.3, D.A.1, and D.A.5) require responses to be made in the shaded green areas.

J. DATA QUALITY CERTIFICATION

Complete Exhibit J: Data Quality Certification

1. Complete the yellow highlighted areas as indicated.
2. Obtain the required signature and date signed with *blue ink*.

K. QUALIFICATIONS OF PERSONNEL (5 POINTS)

Staff must meet the standards articulated in Section 1: Personnel Requirements, pages 11-12 and in Section 4: Resources—Key Position Descriptions, pages 12-19.

Complete Exhibit K. For the *Key Project Staff* chart, if a key staff position is vacant, **delete** the Name, Phone, Fax, and E-Mail lines and indicate **VACANT** as well as the date the position will be filled. Be certain to complete the **Time on Project** column to reflect the appropriate ABE/ASE and ESL proportions.

L. GENERAL ASSURANCES

Complete Exhibit L by acquiring the appropriate signature and date in *blue ink*.

M. ADDITIONAL ASSURANCES FOR ADULT EDUCATION AND LITERACY SERVICES

Complete Exhibit M by acquiring the appropriate signature and date in *blue ink*.

N. ADDITIONAL ASSURANCES FOR THE MARYLAND EXTERNAL DIPLOMA PROGRAM

Complete Exhibit N by acquiring the appropriate signature and date in *blue ink*.

O. ESL AND EL/CIVICS MEMORANDUM OF UNDERSTANDING (IF APPLICABLE)

Complete Exhibit O by completing the yellow highlighted areas as indicated. Acquire the appropriate signatures and dates in *blue ink*. Complete the tables in Part II, inserting or deleting rows as needed. Note that outcomes must be quantifiable.

P. FAMILY LITERACY MEMORANDUM OF UNDERSTANDING (IF APPLICABLE)

Complete Exhibit P by completing the yellow highlighted areas as indicated. Acquire the appropriate signatures and dates in *blue ink*. Complete the tables in Part II, inserting or deleting rows as needed. Note that outcomes must be quantifiable.

Q. GEPA STATEMENT

Complete Exhibit Q: *GEPA Statement*. (1 page limit) Provide a description of the steps the program will take to ensure equitable access to, and equitable participation in, the program by addressing the special needs of learners, staff, and other program beneficiaries in order to overcome barriers to equitable participation. Include a description of how the program will address the six statutory barriers that can impede access (gender, race, national origin, color,

disability, or age), or other barriers which, based on local circumstances, may prevent learners, teachers, and others from such access to or participation in the federally funded project or activity. Based on local circumstances, determine the barriers that may prevent access or participation. Provide a clear and succinct description of how the program plans to address the barriers that are applicable to its circumstances. The description may also refer to other sections of the proposal which address a plan to remove barriers.

R. CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION—LOWER TIER COVERED TRANSACTIONS

Complete Exhibit R as indicated on the form. Signatures and dates must be signed with *blue ink*.

S. CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Complete Exhibit S as indicated on the form. Signatures and dates must be signed with *blue ink*.

T. DISCLOSURE OF LOBBYING ACTIVITIES

Complete Exhibit T as indicated on its accompanying instructions. Signatures and dates must be signed with *blue ink*.

APPENDICES

Include any of the following which apply:

1. Agencies new to Consolidated Adult Education and Family Literacy grants must include:
 - evidence of incorporation,
 - evidence of 501(c) (3) IRS status
 - current list of Board Members,
 - audit summaries for two previous years including accountant verification of accounting principles, and
 - most recent A-133 audit summary or independent program audit of any adult education funds if applicable.
2. Letters of Commitment from all Project Partners (*if applying as a consortium*)
3. Subcontract Agreement(s)
4. MOU with a local Workforce Investment Board or One Stop
5. MOU with a local community college
6. Any other MOUs for services to the adult learner population that are referenced in Exhibit F.2 (except for the *ESL & EL/Civics* and *Family Literacy* MOUs which appear as Exhibits).

BUDGET (10 POINTS)

In order to receive a grant under this competition, DLLR requires the recipient to provide a matching contribution **in an amount equal to 20% of the total amount of funds expended on the allowable activities under the grant**. A minimum of 35% of the matching contribution must be in cash and the remaining amount, up to 65%, may be an in-kind contribution. Matching funds may not be other Federal funds, program revenue, or resources that support a separate project.

See *Section 4: Resources—pages 23-24* for assistance with categorizing budget items.

Budget Forms: All budget forms are included in a separate *MS Excel* workbook document provided with this RFP.

The workbook contains a set of two budget sheets for each available funding line, H.1–H.7:

1. Narrative (Yellow Tab)
2. State or Federal Proposed Budget and Local Match (Green Tab)

First, delete any set of two budget sheets for which no funding is being requested. To delete a budget sheet, right click on the tab and click on delete. **Now**, proceed to complete each set of two budget sheets for which funding is requested. Note that the budget sheets have been formatted to automatically paginate *when printed as a workbook*. If a worksheet is printed individually, it will always be paginated as B-1. The budget pages have been set to print at 94% scale so all columns will fit on a single page; do not alter the scale.

Proposed Budget Narratives: Develop budget narratives that indicate how federal or state grant funds, revenue, and matching funds will be expended. Budgets must reflect appropriate activities and allowable fund use. (See *Section 4: Resources–Budget Descriptions for Objects and Categories/Programs, pages 23-24*, for more details.) Funds may not be requested to supplant other federal, state, local, or private funds.

Include a **detailed**, itemized budget description for each line/category of funding requested. Describe all costs associated with the entire project. Reviewers will use this information to determine if the budget is reasonable. Include detailed calculations for salaries, supplies, materials, and professional development costs. Any projected mileage costs cannot exceed the current per-mile state rate. Detail is important. **Example:** 3 Teachers x \$24/hr x 4 hrs/wk x 35 wks = \$10,080.

On the proposed Budget Narrative form:

1. Round off all numbers to the nearest dollar. When entering numbers, type only the digits. Commas will be automatically added. Insert or delete data entry rows as needed.
2. Do not delete any of the Line Item or Subtotal Rows. Confirm that any added rows have been automatically added to the Total formulas.
3. A proposed expenditure must be classified correctly and included in the appropriate cell of the budget form.
4. Calculation formulas have been provided for the Totals only, as budgeted items and their details will vary program to program. Double check the accuracy of the manual calculations for columns C, D, and E relative to column B-Calculations, as the C, D, and E figures will be used in the formulas that calculate the Totals.
5. **Revenue expenditures** must be included in the budget narrative in accordance with EDGAR Regulation 74.24, which states that *program income* must be added to the funds committed to the project. Include **revenue expenditure descriptions** in Columns A and B under the appropriate line item(s) and the amount of revenue expenditures in the Revenue column, G. See *FY 2012 Grant Application, Exhibit M– Additional Assurances for Adult Education and Literacy Services, Item #2*.
6. **Total Revenue** from all budget narrative lines must be entered on the proposal's Cover Page. **Note:** Revenue expenditures are reported *only* on the Budget Narratives in Column G, *not* on state/federal budgets.

Proposed State/Federal and Local Match Budgets: The state/federal and local match budget form organizes proposed expenditures in a line item format that complies with pertinent laws. This form is used for all proposed state and federal budgets and their local match.

Specifications for the budget form are as follows:

1. Round off all numbers to the nearest dollar. When entering numbers, type only the digits. Commas will be automatically added. Insert or delete data entry rows as needed.
2. For Row 6/7– Grant Recipient Name and Row 12/13–Program Name, Column H, enter the appropriate names, which could be the same or different. All other information areas at the top of the form that can be completed at this time have been populated.
3. A proposed expenditure must be classified correctly and included in the appropriate cell of the budget form. **Grayed-out cells should not be used.** Green cells are for funds requested and yellow cells are for a local match.
4. **Calculation formulas** have been provided for Row 36 (*Total Expenditures by Object*), Columns O and P (*Totals for State/Federal and Local Match*), and Column Q (*Grand Total*). These totals will appear automatically after amounts are entered in the other columns.
5. Re-check the accuracy of all dollar amounts entered in Columns C through N, as those figures will be used in the formulas that calculate the Totals.
6. At the bottom of each budget form, complete Rows 38 and 40 as indicated. These rows require dated signatures in *blue ink*.

To Print Budget Pages: The budget pages have been set to print at 94% scale so all columns will fit on a single page; do not alter the scale. To print all the pages, click on **File/Print**. Then select **Entire Workbook** under **Print what**.

SECTION 3

APPLICATION FORMS AND BUDGET FORMS

Section 3: Application (MS Word) and Budget (MS Excel) are separate document files.

SECTION 4

RESOURCES

SELECTED WEBSITES FOR DATA AND RESEARCH

Definitions, Reporting, and Assessment

Literacy Works Information System (LWIS) Home Page

<http://lwis.dllr.state.md.us/>

- Literacy Benchmarks (*NRS Educational Functioning Levels, Test Benchmarks, And Functional Descriptions Definitions*)
- Glossary (of Adult Education terms)

National Reporting System (NRS)

<http://www.nrsweb.org/>

Includes latest *NRS Implementation Guidelines*.

CASAS

<https://www.casas.org/home/index.cfm>

CASAS assessment, promising practices in EL Civics, transitioning learners and much more

BEST Plus

<http://www.cal.org/>

BEST Plus oral proficiency assessment

Free online journals including *Promising Practices* and the *Effect of Intensity of Instruction on NRS Level Gains*.

Maryland Adult Education Standards

Maryland Adult Literacy Resource Center

<http://gogedgo.org>

- MD Professional Standards for Teachers in Adult Education
- MD Content Standards for ESL/ESOL
- MD Adult Education Technology Standards
- MD Adult ESL Quality Program Standards
- MD Adult Education Program Standards

Data

Department of Homeland Security (DHS) Office of Immigration Statistics

<http://www.dhs.gov/files/statistics/data/>

Includes Yearbook of Immigration Statistics and maps of immigration data.

FedStats

<http://www.fedstats.gov/>

Provides access to statistics from more than 100 agencies. Includes MapStats, statistical profiles of states, counties, cities, congressional districts, and federal judicial districts.

A Fresh Start: Renewing Immigrant Integration for a Stronger Maryland

The Report of the Maryland Council for New Americans

<http://www.newamericans.maryland.gov/documentsNA/2009Report.pdf>

Includes a profile of new Americans and 15 key recommendations for a prosperous future.

Maryland State Data Center

http://planning.maryland.gov/msdc/American_Community_Survey/2008ACS.shtml

Includes 2008 American Community Survey data for Maryland and individual Maryland counties.

Migration Policy Institute

<http://www.migrationinformation.org/datahub/acscensus.cfm?CFID=25447986&CFTOKEN=65203615>

2008 American Community Survey and Census Data on the Foreign Born by State

National Center for Education Statistics

<http://nces.ed.gov/naal/>

Includes indirect County and State Estimates of the Percentage of Adults at the Lowest Literacy Level for 1992 and 2003, as well as NAAL reports.

Profiles of the Adult Education Target Population: Information from the 2000 Census

Revised 10/2005:

Section 1: Overview and National Profiles

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/census1.pdf>

Section 2: Regional Profiles of the Adult Education Target Population

<http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/census2.pdf>

Section 3: State Profiles of the Adult Education Target Population

<http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/census3.pdf>

US Bureau of Labor Statistics

<http://www.bls.gov/>

Provides the latest numbers on US unemployment, average hourly earnings, etc.

US Census

<http://www.census.gov/>

Some census features that might be of interest:

American Community Survey (ACS)

http://www.census.gov/Press-Release/www/releases/archives/american_community_survey_acs/index.html

An on-going survey, sent to a sample of the population to tell us what the population looks like and how it lives. Includes the report, *The Foreign-Born Labor Force in the United States: 2007*.

American FactFinder

http://factfinder.census.gov/home/saff/main.html?_lang=en

Includes community Census Fact Sheets.

QuickFacts

<http://quickfacts.census.gov/qfd/index.html>

Includes data for all states and counties, and for cities and towns with more than 25,000 people.

State Population Estimates

<http://www.census.gov/popest/states/states.html>

United States Foreign-Born Population

<http://www.census.gov/population/www/socdemo/foreign/index.html>

Features that might be of interest: QuickFacts, American FactFinder, State Population Estimates, USA Counties, and United States Foreign-Born Population.

USA Counties

<http://censtats.census.gov/usa/usa.shtml>

USA Counties features over 6,500 data items for the United States, states, and counties from the U. S. Census Bureau and other Federal agencies. Files include data published for 2008 estimates and many items from the 2000 Census.

Research and Best Practices Information

Adult Education Content Standards Warehouse

<http://www.adultedcontentstandards.ed.gov/>

Includes field resources such as standards, professional development materials, and implementation strategies.

Center for Adult English Language Acquisition (CAELA)

<http://www.cal.org/caela/>

Includes research-based resources and promising practices.

Community Partnerships for Adult Learning

<http://www.c-pal.net/>

Includes adult education resources, research reports, and links.

Federal Register / Vol. 64, No. 221: English Literacy and Civics Education Demonstration Grants.

<http://www2.ed.gov/legislation/FedRegister/announcements/1999-4//111799b.pdf>

The EL Civics RFP explains the purpose and characteristics of the EL Civics Education program.

Maryland Adult Literacy Resource Center

<http://gogedgo.org/>

Includes resources and Maryland standards.

NAEPDC State Resource Library

<http://naepdc.org/>

Includes a variety of resource collections including Curriculum & Instruction; Marketing & Student Recruitment; and Professional Development.

National Center for the Study of Adult Learning & Literacy

<http://ncsall.net/>

Includes research reports and briefs, and teaching and training materials.

National College Transition Network

<http://www.collegetransition.org/>

Includes promising practices and research.

National Institute for Literacy (NIFL)

<http://www.nifl.gov/adult/adult.html>

Includes research reports, teaching approaches and the *Career Pathways Instructional Materials Library*.

ProLiteracy

<http://www.proliteracy.org/NetCommunity/Page.aspx?pid=374&srcid=406>

Includes promising practices.

US Department of Education, Office of Vocational and Adult Education (OVAE) Adult Education

<http://www2.ed.gov/about/offices/list/ovae/index.html>

Topics include professional development, transitions to post secondary education, and a wide variety of other relevant resources.

US Department of Education Publications (EdPubs)

<http://www.edpubs.gov/>

Use the **Audience** tab to locate Adult Education related resources.

NRS EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTIONS

ADULT BASIC EDUCATION			
LITERACY LEVEL	BASIC READING AND WRITING	NUMERACY SKILLS	FUNCTIONAL AND WORKPLACE SKILLS
ABE BEGINNING LITERACY Test Benchmark: CASAS Reading and Math Scale Scores: 200 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps; can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
ABE BEGINNING BASIC ED Test Benchmark: CASAS Reading and Math Scale Scores: 201-210	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add and subtract three digit numbers, perform multiplication through 12; identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps. Can fill out simple forms requiring basic personal information, write phone messages, and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

NRS EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTIONS

ADULT BASIC EDUCATION			
LITERACY LEVEL	BASIC READING AND WRITING	NUMERACY SKILLS	FUNCTIONAL AND WORKPLACE SKILLS
ABE LOW INTERMEDIATE Test Benchmark: CASAS Reading and Math Scale Scores: 211-220	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing and computational tasks related to life roles such as completing medical forms, order forms, or job applications. Can read simple charts, graph labels, payroll stubs, and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks when given direction—using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.
ABE HIGH INTERMEDIATE Test Benchmark: CASAS Reading and Math Scale Scores: 221-235	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.

NRS EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTIONS

ADULT SECONDARY EDUCATION

LITERACY LEVEL	BASIC READING AND WRITING	NUMERACY SKILLS	FUNCTIONAL AND WORKPLACE SKILLS
ASE LOW Test Benchmark: CASAS Reading and Math Scale Scores: 236-245	Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.	Individual is able or can learn to follow simple multi-step directions and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.
ASE HIGH Test Benchmark: CASAS Reading and Math Scale Scores: 246 and above	Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expresses ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.	Individual can read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. Individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others—in written or oral form—on software and technology use.

NRS EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTIONS**ENGLISH AS A SECOND LANGUAGE**

LITERACY LEVEL	SPEAKING AND LISTENING	BASIC READING AND WRITING	FUNCTIONAL AND WORKPLACE SKILLS
ESL BEGINNING LITERACY Test Benchmarks: CASAS Listening and Reading Scale Scores: 180 and below BEST Literacy: 0-20 BEST Plus: 400 and below (SPL 0, 1, & 2)	Individual cannot speak or understand English, or understands only isolated words or very simple learned phrases.	Individual has no or minimal reading or writing skills in any language. May be able to recognize and copy letters, numbers, and a few words (e.g. own name). May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. May recognize only common signs or symbols (e.g., name, stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers.
ESL LOW BEGINNING Test Benchmarks: CASAS Listening and Reading Scale Scores: 181-190 BEST Literacy: 21-52 BEST Plus: 401-417 (SPL 2 & 3)	Individual can understand basic greetings, simple phrases, and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.

NRS EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTIONS**ENGLISH AS A SECOND LANGUAGE**

LITERACY LEVEL	SPEAKING AND LISTENING	BASIC READING AND WRITING	FUNCTIONAL AND WORKPLACE SKILLS
ESL HIGH BEGINNING Test Benchmarks: CASAS Listening and Reading Scale Scores: 191-200 BEST Literacy: 53-63 BEST Plus: 418-438 (SPL 3 & 4)	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities and can express immediate needs using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization, and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
ESL LOW INTERMEDIATE Test Benchmarks: CASAS Listening and Reading Scale Scores: 201-210 BEST Literacy: 64-67 BEST Plus: 439-472 (SPL 4 & 5)	Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Individual can write simple notes and messages on familiar situations but may lack variety in sentence structure, clarity, and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization).	Individual can interpret simple directions, schedules, signs, maps; etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry level jobs that involve some written or oral English communication, but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks when given directions (e.g., fax machine, computer).

NRS EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS, AND FUNCTIONAL DESCRIPTIONS

ENGLISH AS A SECOND LANGUAGE			
LITERACY LEVEL	SPEAKING AND LISTENING	BASIC READING AND WRITING	FUNCTIONAL AND WORKPLACE SKILLS
ESL HIGH INTERMEDIATE Test Benchmarks: CASAS Listening and Reading Scale Scores: 211-220 BEST Literacy: 68-75 BEST Plus: 473-506 (SPL 5, 6, & 7))	Individual participates in conversation in familiar social situations. Communicates basic needs with some help and clarification. Understands learned phrases and new phrases containing familiar vocabulary. Attempts to use new language but may be hesitant and rely on descriptions and concrete terms. May have inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures. Can self- and peer-edit for spelling, grammar, and punctuation errors.	Individual can meet basic survival and social demands, and can follow some simple oral and written instruction. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and complete basic medical forms and job applications. Can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.
ESL ADVANCED Test Benchmarks: CASAS Listening and Reading Scale Scores: 221-235 BEST Literacy: 76-78* BEST Plus: 507-540 (SPL 7 & 8) Exit Criteria: CASAS Listening and Reading Scale Scores: 236 and above BEST Plus: 541 and above *Best Literacy: If scale score is 76-78, pre-test with another kind of pre-test, e.g., CASAS.	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

JOB DESCRIPTIONS FOR GRANTEES' KEY POSITIONS**Program Administrator (Project Director)****Primary Purpose of Position:**

This position serves as the leader for an adult learning program and is responsible for ensuring that the program structures and procedures are in place for effective operation. The Program Administrator (Project Director) needs to provide leadership which supports instructional excellence, grant fiscal management, professional development, resource development, community collaborations, and continuous improvement through program accountability.

Required Knowledge:

- ❖ Knowledge of curriculum design and development and instructional processes and strategies based on research in adult learning and development
- ❖ Knowledge of all Literacy Works Information System (LWIS) data elements and oversight to local Intake and Update forms
- ❖ Knowledge of professional development and training procedures
- ❖ Knowledge of fiscal responsibility and budget management
- ❖ Knowledge of monitoring, reporting, and evaluating procedures
- ❖ Knowledge of participatory management

Local Program Duties Include:

- ❖ Working as a team leader with the Instructional Specialist, the MIS Specialist, and the Intake/Assessment Specialist to initiate and facilitate continuous program improvement
- ❖ Functioning as a staff manager by initiating change, developing processes, and delegating authority
- ❖ Promoting the program philosophy, goals, and objectives
- ❖ Ensuring the program is inclusive and suitable for students with cultural differences and special language and learning needs
- ❖ Providing instructional leadership and overseeing the processes for intake, assessment and placement, curriculum development, professional development, and instruction
- ❖ Assuring adequate intensity of instruction, schedule flexibility, teacher/learner ratios, and support services to help learners reach their goals
- ❖ Ensuring that the instructional program is serving the needs of the learners and the broader community
- ❖ Using various needs assessments and other approaches to gather information and subsequently using the results for program planning
- ❖ Implementing and supporting instructional processes and strategies based on current research
- ❖ Monitoring and evaluating staff, learner, and program progress, data quality, and program design through the analysis of observations, data, and other program outcomes
- ❖ Monitoring expenditures and fiscal reporting on a regular basis
- ❖ Ensuring data is accessible to stakeholders in a timely manner
- ❖ Fulfilling legal and program requirements for compliance
- ❖ Collaborating with the larger community to improve the delivery of services, to increase resources, to provide services to learners, and to advocate for the adult learner

- ❖ Managing available resources and seeking additional resources to keep the program running effectively and efficiently
- ❖ Ensuring that the processes for recruiting, hiring, training, evaluating, and terminating staff are clearly documented and equitably implemented
- ❖ Modeling lifelong learning practices and promoting continuous professional development for staff
- ❖ Assuring staff receive written information related to the rights and responsibilities, legal requirements related to compliance, emergency contact information, etc.
- ❖ Guiding, providing, and supporting staff in outlining professional development plans based on strengths and weaknesses and on program goals and initiatives
- ❖ Assisting with the development and execution of the program's *Data Quality Plan*
- ❖ Performing other duties as assigned based upon program demographics, enrollment trends, and the needs of target populations

State Level Duties Include:

- ❖ Attending state administrative meetings
- ❖ Complying with all grant requirements
- ❖ Meeting all grant management requirements and deadlines established by the state funding agency
- ❖ Communicating/implementing pertinent information to appropriate local program staff and state adult education program monitors
- ❖ Attending state professional development activities and applying them at the local level

Qualifications:

- ❖ Bachelor's degree required; Master's degree preferred
- ❖ Adult education teaching experience required
- ❖ Instructional leadership experience required
- ❖ Professional experience managing a budget required
- ❖ Grant management experience preferred

Employment Terms:

- ❖ Full-time, as defined by the grantee organization
- ❖ Attendance at state required meetings and trainings must be included in weekly paid hours

Intake/Assessment Specialist

Primary Purpose of Position:

This position serves as the initial contact for the learner. The IAS is responsible for appropriate intake, assessment, and goal development of learners and serves as a resource for all instructional staff.

Required Knowledge:

- ❖ Expertise in adult education and assessment
- ❖ Knowledge of CASAS and/or BEST/BEST Plus assessments
- ❖ Knowledge of all Literacy Works Information System (LWIS) data elements and local Intake and Update forms
- ❖ Knowledge of professional development and training procedures for the administration and interpretation of approved assessments

Local Program Duties Include:

- ❖ Working as a team member with the Program Director, the MIS Specialist, and the Instructional Specialist
- ❖ Ordering, inventorying, and ensuring security of test materials
- ❖ Ensuring that the program implements an intake, assessment, and goal development system which documents all learner goals and literacy level assessments
- ❖ Conducting or managing the implementation of orientation, intake, and assessment sessions
- ❖ Administering or managing the implementation of assessments
- ❖ Developing and coordinating local policies and procedures for assessment and placement of learners in appropriate level classes at appropriate educational functioning levels
- ❖ Communicating with learners and instructors/tutors regarding placement, progress, and attendance issues
- ❖ Working together with the Instructional Specialist to address the special needs of enrolled learners, including people with disabilities and English language learners
- ❖ Identifying professional development needs for assessment and intake and coordinating activities to address those needs
- ❖ Referring or managing the referral of learners to support services and/or outside agencies
- ❖ Managing and documenting wait lists
- ❖ Assisting with the development and execution of the program's *Data Quality Plan*
- ❖ Performing other duties as assigned based upon program demographics, enrollment trends, and the needs of target populations

State Duties Include:

- ❖ Attending state Intake/Assessment Specialist meetings and communicating/implementing pertinent information to appropriate local program staff
- ❖ Attending state "Train-the-Trainer" initiatives and subsequently training local staff
- ❖ Training new IAS in neighboring programs in the same geographic region, upon request.
- ❖ Attending state professional development activities and applying at local level

Qualifications:

- ❖ Bachelor's degree required; Master's degree preferred
- ❖ Minimum of one year of experience in a DLLR funded adult education program required
- ❖ Adult education teaching experience required
- ❖ Strong organizational and interpersonal skills required
- ❖ Previous experience administering standardized tests preferred
- ❖ Experience delivering professional development/training preferred
- ❖ Counseling experience preferred

Employment Terms:

- ❖ Programs with 300 learners or more:
 - ◆ Full-time preferred (part-time allowed) as defined by grantee organization. No more than three (3) of these hours per week may be committed to actual classroom instruction. Can not have sole responsibility for any class.
- ❖ Part-time IAS can be employed by the program in another capacity for any other hours *beyond those required* for their part-time IAS position.
- ❖ Attendance at state required meetings and trainings must be included in weekly paid hours. (If the meeting or training time conflicts with any scheduled teaching time, the program administrator must provide a substitute teacher.)
- ❖ No more than 5% of hours may be committed to administrative or LWIS functions.

Instructional Specialist

Primary Purpose of Position:

This position serves as the instructional leader for the adult education program. The IS is responsible for local professional development to ensure learner achievement and serves as a resource for all program staff.

Required Knowledge:

- ❖ Knowledge of adult learning theory and practice
- ❖ Knowledge of professional development standards, methods, and techniques
- ❖ Knowledge of curriculum design, development, and instructional processes and strategies based on research in adult learning and development
- ❖ Knowledge of all Literacy Works Information System (LWIS) data elements and local program's Intake and Update forms
- ❖ Knowledge of professional development and training procedures for teaching and learning

Local Program Duties Include:

- ❖ Working as a team member with the Program Director, the MIS Specialist, and the Intake/Assessment Specialist
- ❖ Functioning as a master or lead teacher, including having some instructional responsibility for a weekly class
- ❖ Identifying local professional development needs and planning, coordinating/conducting local professional development to ensure learner achievement
- ❖ Developing and implementing curriculum based on AELS Instructional Standards
- ❖ Mentoring, coaching, and supporting teachers
- ❖ Observing classroom instruction and providing feedback to instructional staff
- ❖ Improving instruction
- ❖ Connecting instruction and assessment
- ❖ Working together with the Intake/Assessment Specialist to address the special needs of enrolled learners, including people with disabilities and English language learners
- ❖ Assisting with the development and execution of the program's *Data Quality Plan*
- ❖ Performing other duties as assigned based upon program demographics, enrollment trends, and the needs of target populations

State Level Duties Include:

- ❖ Attending state Instructional Specialist meetings and communicating/implementing pertinent information to appropriate local program staff
- ❖ Attending state "Train-the-Trainer" initiatives and subsequently training local staff
- ❖ Training new IS in neighboring programs in the same geographic region, upon request
- ❖ Attending state professional development activities and applying at local level

Qualifications:

- ❖ Bachelor's degree required; Master's degree preferred
- ❖ Minimum of one year of experience in a DLLR funded adult education program required
- ❖ Adult education teaching experience required
- ❖ Training and mentoring experience required

Employment Terms:

- ❖ Programs serving 300 learners or more:
 - ◆ Full-time preferred (part-time allowed) as defined by grantee organization. No more than three (3) of these hours per week may be committed to actual classroom instruction. Can not have sole responsibility for any class.
- ❖ Part-time IS can be employed by the program in another capacity for any other hours *beyond those required* for their part-time IS position.
- ❖ Attendance at state required meetings and trainings must be included in weekly paid hours. (If the meeting or training time conflicts with any scheduled teaching time, the program administrator must provide a substitute teacher.)
- ❖ No more than 5% of hours may be committed to administrative or LWIS functions.

Management Information Systems Specialist (MIS)

Primary Purpose of Position:

This position serves as the manager for adult education data collection and reporting. The MIS is responsible for the local Literacy Works Information System (LWIS), including assisting with data analysis for program improvement, and serves as a resource for all program staff.

Required Knowledge:

- ❖ Knowledge of all Literacy Works Information System (LWIS) policies, procedures, data elements and local program's Intake and Update forms
- ❖ Knowledge of professional development and training procedures for the LWIS

Local Program Duties Include:

- ❖ Working as a team member with the Program Director, the Intake Assessment Specialist, and the Instructional Specialist
- ❖ Entering or monitoring the entry of LWIS data and downloading reports and documents
- ❖ Ensuring data are accessible, in a timely manner, to staff and other stakeholders
- ❖ Developing graphic reports for data analysis
- ❖ Assisting with the development of various data reports for internal and external purposes
- ❖ Providing LWIS training for any data entry personnel, such as data entry clerks, to ensure accuracy of outcome data
- ❖ Promoting clear procedures for collecting, documenting, and reporting data
- ❖ Assisting in identifying program's professional development needs for LWIS data entry and coordinating activities to address those needs
- ❖ Assisting with the development and execution of the program's *Data Quality Plan*
- ❖ Performing other duties as assigned based upon program demographics, enrollment trends, and the needs of target populations

State Responsibilities Include:

- ❖ Attending state MIS Specialist meetings and communicating/implementing pertinent information to appropriate local program staff
- ❖ Attending state "Train-the-Trainer" initiatives and subsequently training local staff
- ❖ Training new MIS in neighboring programs in the same geographic region, upon request
- ❖ Attending state professional development activities and applying at local level

Computer Experience Required:

- ❖ Familiar with database concepts and with word processing
- ❖ Understands and uses the Internet and e-mail
- ❖ Can download and upload files over the Internet
- ❖ Can maneuver in the Windows environments
- ❖ Can locate and manipulate files and directories (folders)
- ❖ Can save files to disk and other media
- ❖ Can install and uninstall software with standard instructions
- ❖ Can compress and uncompress files with tools such as Winzip or PKzip
- ❖ Can prepare charts with MS Excel

Qualifications:

- ❖ Computer Technology certificate or degree preferred

Employment Terms:

- ❖ Programs serving 500-999 learners:
 - ◆ Part-time, 20 hours *minimum*
- ❖ Programs serving 1,000 learners or more:
 - ◆ Full-time, as defined by the grantee organization
- ❖ Part-time MIS can be employed by the program in another capacity for any other hours beyond those required for their part-time MIS position.
- ❖ Attendance at state required meetings and trainings must be included in weekly paid hours.
- ❖ No hours may be committed to administrative functions other than those directly related to LWIS.

PROPOSED MARYLAND ADULT EDUCATION PROFESSIONAL DEVELOPMENT PLAN**Required Training and Meetings**

Training	Required Staff
CASAS Online	New Intake/Assessment Specialists, Instructional Specialists, & Key ESL Staff All teachers not previously CASAS trained who will administer any CASAS assessment.
CASAS Assessment to Instruction *	New Intake/Assessment Specialists & Instructional Specialists Other Intake/Assessment Specialists & Instructional Specialists who haven't attended this face to face training.
EL/Civics *	New Instructional Specialists & Key ESL/EL Civics staff Other Instructional Specialists & Key ESL/EL Civics staff who haven't attended this training.
<i>BEST Plus</i> Assessment to Instruction * (For programs who will use <i>BEST Plus</i>)	New Instructional Specialists and Intake/Assessment Specialists for programs who will use <i>BEST Plus</i> .
Understanding GED/OPT Tests *	New Instructional Specialists & Intake/Assessment Specialists
ESL Content Standards, Parts 1 & 2 *	New Instructional Specialists & Key ESL/EL Civics staff Other Instructional Specialists & Key ESL/EL Civics staff who haven't attended this training.
Orientation to the Role of Intake/Assessment Specialist	New Intake/Assessment Specialists Other Intake/Assessment Specialists who haven't attended this training.
Orientation to the Role of Instructional Specialist	New Instructional Specialists Other Instructional Specialists who haven't attended this training.
Orientation to the Role of Management Information Specialist and the LWIS Database	New Management Information Specialists Other Management Information Specialists who haven't attended this training.
NEDP Assessor Certification	New NEDP Assessors

* *Local professional development delivery also required.*

Meetings	Required Staff
Administrators' Meeting	All Program Administrators
Administrators and MIS Data Policy Review	All Program Administrators and MIS
NEDP Consensus Directors' Meeting	All NEDP Staff
Family Literacy Meeting	All Family Literacy Leadership & Key Staff

Annual Seminars	Required Staff
IAS Topics	All Intake/Assessment Specialists
IS Topics	All Instructional Specialists
MIS Topics	All Management Information Systems Specialists

MANAGED ENROLLMENT GUIDANCE

GENERAL DEFINITION

Managed enrollment is a system of permitting learners to enter a class only during specific pre-defined enrollment period. There must be multiple entry points during a class term except for those classes which are specifically designed to deliver a set curriculum/content area such as a GED Fast Track class.

MANAGED ENROLLMENT ENTRY POINTS CAN VARY

Class terms are established by determining the total number of weeks and hours a class will be held. Class terms can vary from a high intensity class offered for a relatively brief period within the year to a class spanning the entire fiscal year. **Programs should not be limited to one class term length and one enrollment period.** Programs should develop a variety of configurations to meet various program needs.

In this system, *when* a learner can enroll and enter class should be based on the class terms that are developed within the program. Consider the number of hours offered per class term and the composition of the class to determine appropriate enrollment periods and class entry points. A recommended minimum number of hours between class entry points is 15-20 hours.

For planning purposes, class terms are expressed in weeks; however, familiar class term labels such as Semester, Quarter, Spring Term, etc. could be used for marketing, if appropriate.

ELEMENTS OF MANAGED ENROLLMENT

Before learners enter a class, either individually or as a group they attend scheduled ***pre-class sessions*** which include:

- Program Orientation
- Intake/Enrollment
- Skills Assessment (Placement/Pre-Test)
- Goal Setting
- Other, as determined by local program (e.g., Learner Contracts, Barrier Identification, Special Counseling, Learning Style assessment)

The Intake/Assessment Specialist would have the major responsibility of developing and conducting the pre-class sessions. In large programs, the Intake/Assessment Specialist would also train additional, designated staff to conduct these sessions and develop the local policies and procedures to implement the plan.

In classes operating with a managed enrollment policy, teachers:

- deliver instructional units that have scope and sequence,
- conduct informal & formative assessments
- track learner progress, *and*
- revisit learner goals in collaboration with learner.

Teachers *do not* have responsibility for pre-class session activities unless there is absolutely no other alternative. In these situations, all pre-class session activities must be conducted at a specified, established time separate from scheduled class time. Specific, periodic dates for class entry also must be established.

Some ways programs can accommodate potential learners who contact the program during a time when there is no scheduled pre-class session/enrollment period on the near horizon include:

1. Provide them with the date and information about the next scheduled pre-class session.
2. Place them on a wait list and maintain contact, particularly just prior to the pre-class session. Provide learners with information on interim self-study options such as library materials, volunteer tutoring programs, and *GED Connection* on Maryland Public Television; provide take home materials in a lending program such as *Crossroads Cafe*.
3. Particularly with smaller programs, a management plan could be developed to provide an “unscheduled” pre-class session convenient to both learner(s) and program staff. The learner(s) would then enter class on the next scheduled entry date.

EXAMPLES OF MANAGED ENROLLMENT

Program A offers classes year-round. Forty-eight (48) weeks are available for instructional weeks and four (4) weeks are reserved for program-wide holidays, administrative functions, data management, planning, professional development, etc.

Program A

Class Description	Class Term	Hours Per Class Term	Enrollment Period	
			Pre-Class Session(s)	Enter Class
All ESL Levels 2 hrs/day or night x 3 times/wk = 6 hrs/wk	12 Weeks 4 per year	72	Week prior to week #1 of each class term	Week #1 of each class term
All ABE Levels 2 hrs/day or night x 3 times/wk = 6 hrs/wk	24 Weeks 2 per year	144	Week prior to class weeks # 1, #8, #15 of each class term	Weeks #1, #8, #15
All Weekday ASE (GED) Level 3 hrs/day or night x 3 times/wk = 9 hrs/wk	8 Weeks 6 per year	72	Week prior to week #1 of each class term	Week #1 of each class term
Saturday ASE (GED) Level Supplemented with GED On-line 3 hrs/wk on-site & 3 hrs/wk on-line = 6 hrs/wk	12 Weeks 4 per year	72 (36 class & 36 online)	Week prior to week #1 of each class term	Week #1 of each class term
All Multi-Level 2 hrs/day or night x 3 times/wk = 6 hrs/wk	48 Weeks	288	Week prior to class weeks # 1, #9, #17, #25, #33, #41	Weeks #1, #9, #17, #25, #33, #41
Judy Center–Multi-Level 3 hrs/day x 4 times/wk = 12 hrs/wk	48 Weeks	576	Week prior to class weeks # 1, #7, #13, #19, #25, #31, #37, #43	Weeks #1, #7, #13, #19, #25, #31, #37, #43

Program B offers classes from September through May. Thirty-six (36) weeks are available for instructional weeks, with two (2) weeks prior, during, and following the instructional time period reserved for holidays, administrative functions, data management, planning, professional development, etc.

Program B

Class Description	Class Term	Hours Per Class Term	Enrollment Period	
			Pre-Class Session(s)	Enter Class
Widget Manufacturing Co.–Multi-Level 2 hrs/day x 2 times/wk = 4 hrs/wk	18 Weeks 2 per year	72	Week prior to class weeks #1 & #9 of each class term	Weeks #1 & #9 of each class term
Local Detention Center–ABE 2 ½ hrs/day x 4 times/wk = 10 hrs/wk	9 Weeks 4 per year	90	Week prior to class week #1 & #5 of each class term	Week #1 & #5 of each class term
Satellite Sites–All Multi-Level 2 ½ hrs/day or night x 2 times/wk = 5 hrs/wk	18 Weeks 2 per year	90	Week prior to class weeks #1, #7, & #13 of each class term	Weeks #1, #7, & #13 of each class term
All ESL Levels 2 ½ hrs/day or night x 2 times/wk = 5 hrs/wk	18 Weeks 2 per year	90	Week prior to class weeks #1, #7, & #13 of each class term	Weeks #1, #7, & #13 of each class term

**BUDGET DESCRIPTIONS FOR OBJECTS AND CATEGORIES/PROGRAMS
THAT ARE APPROPRIATE FOR THE PROJECT**

Budgets are developed and reported by category/program and expenditure object. Programs must track expenditures according to the purpose of the expenditure and in sufficient detail to meet all reporting requirements. Program staff should review the types of financial information which they are required to provide and design accounting systems that facilitate all reporting requirements.

DLLR will not approve the expenditure of grant funds for computers, except as necessary to meet the requirements of LWIS or for the administration of approved computer-based assessments.

BUDGET OBJECTS					
01-Salaries & Wages	02-Contracted Services	03-Supplies & Materials	04-Other Charges	05-Equipment	08-Transfers
<ul style="list-style-type: none">• Amounts paid to employees, excluding benefits	<ul style="list-style-type: none">• Personal services for a fee• Consultant or service	<ul style="list-style-type: none">• Office supplies• Instructional supplies, textbooks, software, etc.• Training materials	<ul style="list-style-type: none">• Travel (<i>only in-state allowed</i>)• Conference registrations (<i>only in-state allowed</i>)• Fixed Charges (<i>FICA, Unemployment, Worker's5</i>• <i>Comp., Retirement, Health & Life Insurance</i>)• Other Employee Benefit Costs	<ul style="list-style-type: none">• Movable or fixed unit of furniture or furnishings, an instrument, a machine, or an apparatus	<ul style="list-style-type: none">• Expenses charged to grant but not used for Direct Costs• Administrative Indirect Costs
BUDGET CATEGORIES/PROGRAMS					
Category/Program		Description			
Administration					
General Support		Executive administration services. Activities concerned with establishing and administering policy for operations.			
Business Support		Fiscal, purchasing, & printing support			
Centralized Support		Activities which, whether contracted out or performed within an internal service fund, support each of the other instructional and supporting services programs.			
Mid-Level Administration					
Office of the Administrator		Program Administration			
Instructional Administration & Supervision		Activities which enhance instruction and assist instructional staff in planning, developing, and evaluating the process of providing learning experiences for students.			
Instruction Categories					
Instructional Staff Development		Activities that contribute to the professional or occupational growth and competence of the instructional staff. Included are workshops, demonstrations, teacher mentoring programs, and salaries for substitutes while teachers attend staff development activities.			

BUDGET CATEGORIES/PROGRAMS (continued)	
Category/Program	Description
Guidance Services	Activities of counseling adult learners, consultation with other staff members on learning problems and other student needs, assisting learners in personal social development, assessing the abilities of learners, assisting learners with educational and career plans, and providing referrals.
Adult Education	Instructional programs offered for adults who are pursuing their basic or secondary level education objectives.
Student Transportation	
	Activities concerned with the conveyance of students between home, class site, and class activities.
Plant Operation	
Operating Services	Activities concerned with keeping the physical plant clean and ready for daily use, maintaining the condition of the grounds and facilities, and maintaining order and safety in buildings where classes are held, on the grounds, and in the vicinity.
Fixed Charges	
	Charges of a generally recurrent nature which are not readily allocable to other expenditure categories. Included are: <ul style="list-style-type: none"> • local contributions to employee retirement and social security (FICA) • employee insurance benefits (health, life, accident, disability, etc.) • personnel tuition reimbursements for all staff (distribute to the proper category on the Fixed Charges supplemental report group).